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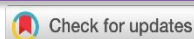
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Research Article

Local Wisdom Based Procedure Text Materials for Grade VII Students at SMP Negeri 12 Magelang

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Abstract

Indonesian language learning at the junior high school level should ideally not only focus on linguistic aspects, but also be a means to instil local cultural values that are relevant to the lives of students. Unfortunately, Indonesian textbooks provided by the Ministry of Education and Culture have not fully accommodated the local content, especially in learning procedure texts. Based on observations and interviews conducted at SMP Negeri 12 Magelang, it was found that teachers and learners need teaching materials for procedure texts that are integrated with local wisdom. This study aims to: (1) describe the need for developing teaching materials based on local wisdom; (2) explain the stages of developing teaching materials; and (3) evaluate the feasibility of the products developed. This research uses the Research and Development (R&D) method of the Borg and Gall model, but only up to the product validation stage. Data collection techniques include observation, interviews, and distributing questionnaires to respondents, and analysed descriptively. The results of validation by media experts obtained a score of 96.25%, linguists 85.00%, and material experts 75.00%. Based on these results, teaching materials for procedure texts based on local wisdom are declared very feasible to use in learning Indonesian language in grade VII SMP.

Keywords: Development; Local Wisdom; Procedure Text; Teaching Materials; Validation.

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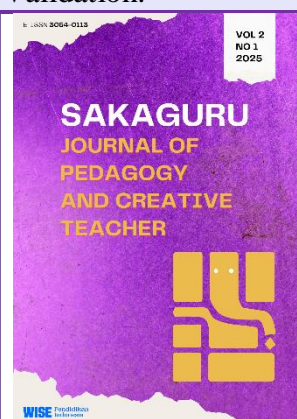
INTRODUCTION

Indonesian language learning in junior high school (SMP) has various problems that need attention from the teachers. One of the challenges faced is on learning procedure text material. Procedure text is a text that aims to explain the steps or stages that must be followed in achieving a certain goal [1]. This text plays an important role in in developing learners' ability to understand and compose instructions or orders in a systematic and structured manner [2].

Studies show that learners often have difficulty in understanding and composing procedure texts due to their technical and structured nature. Effective learning requires a context that is relevant to learners' life experiences so that they can relate the material to their prior knowledge. Based on research by Izzati & Septiana, contextualising learning materials with learners' surrounding environment can improve literacy skills by 34% compared to conventional learning [3]. In addition, learning approaches that integrate local values are also proven to increase students' learning motivation and conceptual understanding, especially in understanding the structure and language of procedure texts that tend to be complex. Kharisma & Afandi in their research found that students who were taught using local wisdom-based materials showed a significant increase in their ability to compose procedure texts compared to the control group. The integration of local wisdom in learning procedural texts not only facilitates understanding, but can also preserve cultural values that are increasingly eroded by globalisation [4].

The form of problems that are often found is that the procedure texts presented in textbooks tend not to contain elements of local wisdom. Whereas, the material of the procedure text is very suitable if it contains aspects of local wisdom. In addition, students will also find it easier to understand the material if it contains local wisdom because it is in accordance with local life. Local wisdom is the ideas, values, views, and practices of life that are wise, developed in a community, and wisdom that develops in a community and is passed down from generation to to generation [5]. Local wisdom covers various aspects of community life, including behaviour, knowledge, technology, economics, songs, social, and culture that reflect the identity of a region [6].

The integration of local wisdom in Indonesian language learning, especially in procedural texts, is very important. This not only aims to preserve local cultural values, but also to create meaningful learning for students [7]. Local wisdom-based learning can help learners in developing their awareness of their own cultural identity, strengthen their sense of belonging to their local culture, and develop an attitude of sense of belonging to local culture, as well as developing an attitude of appreciation in learners to their own cultural diversity [8]. Based on observations made at SMP N 12 Magelang, it was found that the procedure text material used in learning is still general and does not reflect the local context that is close to the reality of students' lives. The textbook used as the main learning resource still does not contain elements of local wisdom. This makes it difficult for students to connect with the learning material and the effectiveness of learning is not achieved.

This condition is certainly a challenge for educators to develop more innovative and conceptual teaching materials [22]. That is because only a teacher knows directly the condition of students and the surrounding environment. One of the efforts that can be made is to develop teaching materials for procedure texts based on local wisdom. This teaching material is

expected to bridge the gap between learning materials and the socio-culture of students, as well as enrich Indonesian language learning with the value of local wisdom [9].

This finding is in line with the research of Qayimah which revealed that 78% of Indonesian textbooks for junior high school level did not contain sufficient local wisdom content, even though the integration of local wisdom aspects could increase students' conceptual understanding by 40% [10]. In addition, Indasari stated that teaching materials that are not contextualised with the learners' environment have an impact on low involvement in the learning process and minimal competency achievement, especially in learning procedure texts [7]. Tubagus & Sukmasari also confirmed the importance of developing local wisdom-based teaching materials as a solution to improve learners' cultural literacy and communication skills in the context of Indonesian language learning in the digital era [11].

Therefore, the researcher intends to develop teaching materials for local wisdom-based procedure texts that can be implemented in Indonesian language learning at SMP N 12 Magelang. This teaching material development is based on the need to create more meaningful, contextual, and in accordance with the characteristics of learners and their socio-cultural environment. Integrating elements of local wisdom in learning of procedural texts, with the hope of improving learners' understanding of the learning material as well as fostering their awareness and love of their awareness and love for the local wisdom around them [7].

Ningtyas in her research entitled 'Development of Teaching Materials for Descriptive Texts Based on Edensor Novel for Grade VII Junior High School Students' developed teaching materials with four main aspects: content (material and examples from the novel Edensor), systematics (introduction, content, closing), language (semi-formal standard Indonesian), and appearance (B5 size with attractive illustrations) [12]. The validation results showed the feasibility of teaching materials as a learning companion, supported by a limited trial at SMP Negeri 2 Turen. The similarity with this study lies in the methodology and purpose of developing teaching materials for grade VII junior high school students by paying attention to similar aspects, while the difference is in the type of text (description vs procedure), development base (Edensor novel vs local wisdom), and research location (SMP Negeri 2 Turen vs SMP Negeri 12 Magelang).

Monica in her study titled "Development of Teaching Materials for Folk Poetry Based on Deli Malay Local Wisdom for Junior High School Class VII Students" demonstrated that the developed materials met all necessary criteria and were suitable as learning resources, with validation scores from material experts (4.5), media experts (4.4), and teachers from four different schools ranging from 4.0-4.7, all within the "good" category. While Monica's research shares similarities with the current study in its focus on developing local wisdom-based teaching materials for seventh-grade students and following a validation process with experts and teachers, the key difference lies in the text types Monica focused on folk poetry based on Deli Malay local wisdom across multiple schools, whereas this research concentrates on procedure texts at SMP Negeri 12 Magelang specifically [13].

Based on the formulation of the problem, the objectives of this study are, (1) Describe and analyse the need for the development of teaching materials based on local wisdom for grade VII students of SMPN 12 Magelang. (2) Develop and describe the systematic steps in development of local wisdom-based procedure textbook teaching materials. (3) Describe the

feasibility of teaching materials for local wisdom-based procedure textbooks for grade VII students of SMPN 12 Magelang.

METHODS

This research was designed using the Research and Development (R&D) method with the Borg and Gall development model which facilitates researchers to systematically develop teaching materials for local wisdom-based procedure texts [14]. The following are the stages of the Borg and Gall development model.
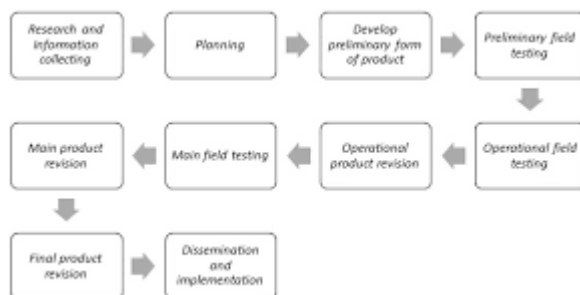
Picture 1. Research and Development (RND) Stages

From the ten stages of the Borg and Gall model, the researcher only takes four main stages due to time constraints, namely: potential problem analysis, data collection, product design, and design validation. Data collection in this study used observation, interviews, documentation, and questionnaires.

The subjects of this study consisted of seventh grade students as product users, Indonesian language teachers as educational practitioners, and material and learning media expert lecturers as validators. The selection of research subjects was carried out using purposive sampling technique based on consideration of suitability with the research objectives. The research location was chosen based on the representation of areas that have the potential of local wisdom that can be integrated into the learning of procedural texts.

The research instruments used include observation guidelines to observe the learning process of procedural texts in the classroom, interview guidelines to extract information from teachers and students related to the needs of teaching materials, documentation sheets to collect local wisdom data, as well as questionnaires of product needs and feasibility. The product feasibility questionnaire was prepared based on the feasibility aspects of content, presentation, language, and graphics which refer to the textbook assessment standards of the National Education Standards Agency (BSNP).

The product development procedure begins with a preliminary study to identify the potential and problems of procedural text learning in the target school [15]. The results of the preliminary study became the basis for collecting data on local wisdom relevant to procedural text material. Next, researchers designed teaching materials by paying attention to pedagogical aspects, material substance, adaptation of local wisdom, and attractive visual design. The products that have been designed are then validated by material and learning media experts to assess their feasibility before being implemented in learning.

The design validation stage is the process of assessing product design by experts who are competent in their fields. Validation is carried out to determine the weaknesses and strengths of the product based on rational assessment, without field trials. The results of validation in the form of suggestions and input from validators are used as a basis for revising and improving the local wisdom-based procedure text teaching material products developed. The data analysis technique in this study is the analysis of product feasibility with the following formula.

$$Vah = \frac{TSe}{TSh} \ x \ 100\%$$

Table 1. Eligibility Category

Total Score Obtained	Eligibility Category
81-100	Very Eligible
61-80	Eligible
51-60	Less Eligible
1-50	Not Eligible

RESULT AND DISCUSSIONS

Result

The research findings described in this chapter cover three main aspects, namely (1) the results of the study of the needs of students and teachers for learning materials for the preparation of procedural texts, (2) the design of teaching materials for the preparation of level VII procedural texts, (3) evaluation and improvement input from teachers and experts or experts on the model of teaching materials for the preparation of procedural texts developed, and (4) the results of validation scores for teaching materials for local wisdom-based procedural texts.

Results of Analysis of the Needs of Learners and Teachers for Teaching Materials for Procedure Text Based on Local Wisdom

Needs analysis is a very important initial stage in the development of local wisdom-based procedural text teaching materials. In this section, the results of the needs analysis that has been conducted through data collection from students and teachers at SMP Negeri 12 Magelang are presented.

This analysis aims to identify the gap between the current learning conditions and the expected conditions, as well as to obtain a concrete picture of the real needs for teaching materials for procedure texts that integrate local wisdom values [16]. The results of this analysis become the main foundation in developing teaching materials that are responsive and appropriate to the context of Indonesian language learning in grade VII.

Results of Analysis of Procedure Textbook Availability

Based on the results of the analysis of the availability of procedure textbooks at SMP Negeri 12 Magelang, it was found that the school is still very limited in the use of books that contain examples of varied procedure texts. Procedure text learning in this school is still very much focused on textbooks produced by the Ministry of Education and Culture, especially Merdeka Curriculum books, which, although of good quality, do not provide examples of procedure texts that are diverse and contextual to students' daily lives. The limited learning resources

result in students not getting a comprehensive experience in understanding and compiling various types of procedural texts [17].

Based on these conditions, the author felt the need to develop a new procedure textbook product as an alternative learning resource in SMP Negeri 12 Magelang. The development of this textbook is intended to complement and enrich the existing teaching materials by presenting various examples of procedure texts that are more contextual, applicable, and in accordance with the needs of current junior high school students. With the availability of the new procedure textbook, it is expected to improve learners understanding and skills in composing procedure texts, and support the achievement of Indonesian language learning objectives more effectively and interestingly.

Description of Learners' Needs for Teaching Materials for Procedure Text Based on Local Wisdom

The analysis of learners needs for local wisdom-based procedure text teaching materials was carried out to obtain accurate information about the preferences and needs of learners in learning procedure text. This analysis is important as the basis for developing teaching materials that are in accordance with the characteristics and expectations of students, so as to optimise the learning process and results [18]. Through the questionnaire instrument that has been distributed to students of SMP Negeri 12 Magelang, comprehensive data on various aspects related to the needs of teaching materials are obtained.

Table 2. Learner Needs for Teaching Materials Procedure Text Based on Local Wisdom

No.	Aspect	Number of Students	Answer Options		Number of Voters
1.	The currently used textbooks contain procedure text material	65	a.	Yes	65
			b.	No	0
2.	The current textbooks contain local wisdom values	65	a.	Yes	0
			b.	No	65
3.	Examples of procedural texts in the textbooks are related to everyday life	65	a.	Yes	65
			b.	No	0
4.	Learners have difficulty understanding procedural text material in the textbooks used	65	a.	Yes	0
			b.	No	65
5.	Learners are interested if the teaching materials are associated with elements of local wisdom	65	a.	Yes	65
			b.	No	0
6.	Learners want more examples of procedure text	65	a.	Yes	65
			b.	No	0
7.	Exercises in the textbook help learners understand procedure texts	65	a.	Yes	57
			b.	No	8
8.	Learners know about traditional culinary	65	a.	Yes	65
			b.	No	0
9.	Learners know how to make traditional food	65	a.	Yes	11
			b.	No	54
10.	Learners know about traditional handicrafts	65	a.	Yes	65
			b.	No	0
11.	Learners know how to make traditional handicrafts	65	a.	Yes	9
			b.	No	56

12.	Learners want to learn to write procedure texts about how to make traditional food, traditional crafts, and traditional dances	65	a. Yes	65
			b. No	0
13.	Learners want to master the procedure text material as a whole	65	a. Yes	65
			b. No	0

From the table, it can be seen that learners need teaching materials for local wisdom-based procedure texts. Based on the data obtained, all learners (65 out of 65 respondents) stated that the textbooks currently used do contain procedure text material and examples of procedure texts related to daily life. However, all respondents also stated that the current textbooks did not contain local wisdom values. This indicates a gap between the available materials and the need for local context-based learning.

Furthermore, the data shows that all learners (65 out of 65 respondents) are interested if the teaching materials are associated with local wisdom elements and want more examples of procedure texts. Although learners do not experience difficulties in understanding procedural text material, they still need enrichment, especially those related to local wisdom. Another interesting finding was that although all respondents knew about traditional culinary and handicrafts, only 11 out of 65 respondents knew how to make them. This is the basis of the need for development, considering that all learners expressed the desire to learn to write procedure texts on how to make traditional food, traditional crafts, and traditional dances, and want to master the procedure text material as a whole.

Description of Teacher Needs for Teaching Materials for Procedural Texts Based on Local Wisdom

The analysis of teachers needs for teaching materials based on local wisdom is one of the important components in the process of developing teaching materials that are effective and in accordance with the learning context [19]. Through data collection from Indonesian language teachers at SMP Negeri 12 Magelang, information is obtained that can be used as the main consideration in designing and developing teaching materials that not only fulfil the demands of the curriculum but are also relevant to the practical needs in the field. The results of this analysis provide an overview of the aspects needed by teachers in teaching local wisdom-based procedure text materials. There are two aspects, each of which contains related statements that will be presented as follows.

Table 3. Teachers' Needs for Teaching Materials Procedure Text Based on Local Wisdom

No.	Aspect	Statement	Number of Teachers	Answer Options		Number of Voters
1.	Teaching materials and needs	Teachers need local wisdom-based procedure text teaching materials	1	a.	Yes	1
				b.	No	0
		Teachers need varied examples of procedure texts about local wisdom	1	a.	Yes	1
				b.	No	0
		Teachers need learning activities that connect procedure text with local wisdom	1	a.	Yes	1
				b.	No	0
		Teachers need student worksheets that support local wisdom-based procedure text learning	1	a.	Yes	1
				b.	No	0
2.		I need local wisdom teaching materials that include traditional foods	1	a.	Yes	1
				b.	No	0

Local wisdom that needs to be included	I need local wisdom teaching materials that include traditional crafts	1	a. Yes	1
			b. No	0
	I need local wisdom teaching materials that include traditional dances	1	a. Yes	1
			b. No	0

From the table, it can be seen that Indonesian language teachers in SMP Negeri 12 Magelang have a clear need for teaching materials for local wisdom-based procedure texts. In the first aspect regarding teaching materials and needs, teacher respondents (1 out of 1) stated that they need teaching materials for local wisdom-based procedure texts. Teachers also emphasised the need for varied examples of procedure texts about local wisdom, as well as learning activities that can connect procedure texts with local wisdom. In addition, teachers also need student worksheets that support local wisdom-based procedure text learning, which shows the importance of the practical component in the development of teaching materials.

Picture 2. Teacher Interview SMP Negeri 12 Magelang

On the second aspect of local wisdom that needs to be included in teaching materials, teachers consistently expressed the need for teaching materials that contain various forms of local wisdom. Teacher respondents (1 in 1) confirmed the need for teaching materials that include traditional food, traditional crafts, and traditional dances. This illustrates the comprehensive need for the development of teaching materials that cover a broad spectrum of local wisdom, so as to provide learners with a holistic understanding of local cultural heritage while improving their skills in composing contextualised and meaningful procedure texts.

Development Steps of Teaching Materials for Procedure Text Based on Local Wisdom for Grade VII Learners

The development of local wisdom-based procedure text teaching materials for grade VII junior high school students is carried out through a series of systematic and planned steps. This development process begins with the design stage of teaching materials which includes four important aspects, namely material presentation, material content, language and readability, and graphics. The presentation of the material is designed to facilitate learners' understanding with a logical and systematic structure, while the content of the material is focused on the content of procedure text integrated with local wisdom values. The language and readability aspects are of particular concern to ensure the teaching materials can be well understood by grade VII learners, while the graphical aspects are designed to support the delivery of visually appealing and effective materials.

After the design stage, the process continues with the development of teaching materials which is the realisation of the design that has been designed previously. At this stage, teaching materials are developed by taking into account the results of the needs analysis of

learners and teachers, as well as integrating elements of local wisdom into the learning of procedural texts. The last step is the validation of teaching materials which involves assessment by material experts, media experts, and educational practitioners to ensure that the teaching materials developed meet quality standards and are suitable for use in learning. This series of development steps is carried out comprehensively to produce teaching materials for local wisdom-based procedure texts that are of high quality and in accordance with the needs of Indonesian language learning in grade VII.

Teaching Material Design

The stages in developing local wisdom-based teaching materials begin with the design and preparation process. This design is carried out in the context of developing teaching materials for procedure texts that integrate elements of local wisdom. The design of the material will be presented as explained below (1) Examples of Procedure Text, (2) Definition of Procedure Text, (3) Characteristics of Procedure Text, (4) Structure of Procedure Text, (5) Purpose of Procedure Text, (6) Steps of Procedure Text, (7) Grammar of Procedure Text, (8) Local Wisdom of Procedure Text, (9) Summarise the Sequence of Procedure Text, (10) Design and Present Procedural Text.

Presentation of Materials

The procedure text teaching materials developed are based on Indonesian local wisdom by raising topics such as traditional cuisine, regional crafts, and traditional dances as examples of materials that represent local values in everyday life.

Material Content

The teaching materials for procedure texts that highlight local wisdom are arranged in four main chapters, namely recognising the characteristics of procedure texts, formulating the content of procedure texts, analysing the structure and linguistic elements, and producing procedure texts independently. Each chapter is interrelated with each other, so that the learning process of students takes place continuously and is not interrupted in just one chapter.

Language and Readability

To make the material easy for learners to understand, the presentation is organised systematically. The author also chooses a proportional font size, neither too large nor too small to ensure the readability of the text is maintained. In terms of language, this teaching material uses a variety of languages that are communicative and easy to understand. In addition, the use of spelling and sentence structure has been adjusted to the latest rules of the fifth edition of EYD.

Graphics

The graphic design in this teaching material has been designed based on the results of the analysis of the needs of learners and educators. The book is printed in B5 size with a thickness of 58 pages, according to the findings obtained during the interview process. The book cover consists of three main elements: front cover, back cover, and back cover. On the front, there is a visual illustration that represents the content of the book. The back of the book displays the

title clearly, while the back contains a summary of the content that provides an overview of the material presented.

Teaching Material Development

The next step is the development stage, with the development process carried out as follows.

Creating Teaching Materials for Procedure Texts Based on Local Wisdom

The preparation of teaching materials that raise local wisdom values and are packaged in the form of textbooks is carried out through a number of stages. The stages in developing teaching materials based on local wisdom are as follows.

1. Creating the Front Cover, Back Cover, and Back Cover
   a) In the initial stage, the author created a front cover design using Canva application elements that contain elements of local wisdom.
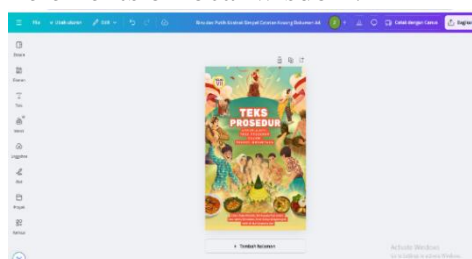
Picture 3. Front Cover of Teaching Materials

The background of the book cover uses a light blue colour, then special elements related to local traditions or culinary in Indonesia, as well as pictorial elements of humans wearing traditional clothes and writing the title and author.

   b) In the second stage, the author makes a back cover which contains the title of the teaching material.
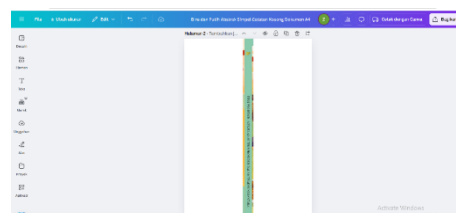

Picture 4. Back Cover of Teaching Materials

The text on the back cover is written in italics and given a green background.

   c) In the third stage, the researcher made the back cover, which contained an overview of the book.

For the background, a blue and orange coloured background was given, then the Indonesian flag was inserted to give it a local wisdom feel. After that, the author provides an overview of the teaching materials.

**Picture 5.** Back Cover of Teaching Materials

2. Creating the Book Content
   a) The author makes the contents of the book using a different application from making the cover, namely Microsoft Word 2010.
   b) In the header and footer sections, the author inserts images according to the design that you want to use.
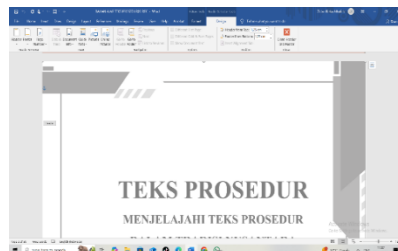
Picture 6. Header and Footer Design

The design made uses a simple and formal design to reflect the teaching material, and does not look too crowded.

   c) After making the design on the header and footer, the author makes teaching materials from the preface, table of contents, table of tables, list of images, material content, bibliography, glossary, and author's bio.
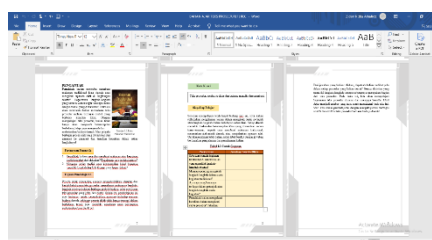
Picture 7. Book Content

Description:
1) In the content of the book, the author uses the type of writing 'Times New Roman' with size 12 for the content of the material, then for chapter titles using size 16, and in each sub chapter using size 14.
2) The author also includes a colourful assignment table to attract the attention of students in using the book.
3) The author inserts pictures and text of local wisdom-based procedures so that students know the form of the original product.
4) For each chapter, the author also makes a chapter opening cover with animations related to local wisdom elements.
5) In each chapter, the author includes a barcode so that learners can access videos about procedures for making food, dances, and traditional crafts.
6) At the end of the book, the author provides a reflection assessment for learners.

Overall Results of Teaching Materials for Procedural Texts Based on Local Wisdom
The overall appearance of the development of local wisdom-based procedure text teaching materials can be seen in the following figure.

Picture 8. Overall Results

Validation of Teaching Materials

At the teaching material validation stage, this research involved a comprehensive assessment from three different fields of expertise to ensure the quality and feasibility of the developed local wisdom-based procedure text teaching materials.

This validation is carried out by material experts who assess the accuracy and suitability of learning content, media experts who evaluate the presentation and design aspects of teaching materials, and linguists who ensure the accuracy of language use and the level of readability of teaching materials according to the characteristics of seventh grade students. The following is a description of the value results from the experts.

1. **Material Expert**

Validation by material experts was carried out by Nindia Dwita Noventi, S.Pd., a teacher at SMP Negeri 12 Magelang who has deep experience and understanding of procedural text learning at the junior high school level. The assessment from the material expert focuses

on the suitability of the content with the basic competencies, the depth and breadth of the material, the accuracy of the concept of procedure text, the connection with local wisdom, and the suitability with the characteristics of seventh grade students. The following are the results of the assessment from the material expert.

Table 4. Material Expert Validation

No.	Statement	Score	Category
1.	Suitability with learning objectives	3	Good
2.	Depth of material in accordance with the level of cognitive development of grade VII students	3	Good
3.	The accuracy of concepts and definitions of procedure text	3	Good
4.	The accuracy of the data and facts presented	3	Good
5.	The accuracy of examples and cases of procedure text	3	Good
6.	Accuracy of pictures, diagrams, and illustrations	3	Good
7.	Completeness of presentation of procedure text structure	3	Good
8.	Completeness of presentation of the linguistic characteristics of procedure	3	Good
9.	Completeness of exercises and evaluation	3	Good
10.	Availability of summary and reflection of learning	3	Good
11.	Suitability of procedure text examples with local wisdom	3	Good
12.	Authenticity of local wisdom content presented	3	Good
13.	The meaningfulness of local wisdom in learning procedure text	3	Good
14.	Balance between local wisdom content and procedure text material	3	Good
15.	Appropriateness of examples and exercises with learners' daily life	3	Good
16.	The ability of the material to encourage learners to think critically	3	Good
17.	The material's ability to develop writing skills for procedural texts	3	Good
18.	The material's ability to foster appreciation of local wisdom	3	Good
19.	Teaching materials contain barcodes that can be accessed to YouTube	3	Good

Percentage Result

$$Vah = \frac{TSe}{TSh} \; x \; 100\%$$

$$\frac{57}{76} x 100\% = 75,00 \; (Eligible)$$

From table 4, it can be seen that the total accumulated score obtained is 57 out of a maximum score of 76. There are several suggestions from material experts, for example, in the preparation of triggering questions, the learning objectives must be determined first. Questions must lead to explore understanding to understand certain concepts.

Based on the assessment conducted by the material expert, Nindia Dwita Noventi, S.Pd., the local wisdom-based procedure text teaching materials developed by the researcher obtained a total score of 57 out of 19 assessment statements with a consistent score of 3 on each aspect. With this total score, the percentage of feasibility of teaching materials reaches 75%, which according to the predetermined eligibility criteria is included in the 'Feasible' category. This indicates that the teaching materials developed have adequate quality and are in accordance with the standards to be used as a reference for learning procedure texts that integrate local wisdom values in the teaching materials.

2. Media Expert

Media aspect validation was conducted by Dr. Jendriadi, M.Pd., a lecturer in Indonesian Language and Literature Education who has expertise in learning media

development. The assessment of this media expert includes aspects of visual design, layout, use of illustrations, typography, colour composition, and print quality of teaching materials. Media experts also evaluate the clarity of the presentation structure, format consistency, and ease of navigation in teaching materials. The following are the results of the assessment from media experts.

Table 5. Media Expert Validation

No.	Statement	Score	Category
1.	The suitability of the size of teaching materials with ISO standards	4	Very Good
2.	The suitability of the size of teaching materials with content material	4	Very Good
3.	The suitability of the size of teaching materials to the educational level of students	4	Very Good
4.	Practicality of the size of teaching materials to be carried and stored	4	Very Good
5.	Harmony of layout elements on the front and back covers	4	Very Good
6.	The accuracy of the cover illustration that describes the content of the teaching material	4	Very Good
7.	The attractiveness of the colour composition on the cover	3	Good
8.	Appropriateness of the use of fonts on the cover	4	Very Good
9.	Consistency of page layout	4	Very Good
10.	Appropriateness of font selection for ease of reading	4	Very Good
11.	Appropriateness of spacing between texts with readability level	4	Very Good
12.	Harmony of layout elements (title, subtitle, text, image, page number)	4	Very Good
13.	Clarity of images and illustrations presented	3	Good
14.	Appropriateness of illustrations with procedure text material	4	Very Good
15.	The suitability of illustrations with elements of local wisdom	4	Very Good
16.	Appropriateness of image and text proportions	4	Very Good
17.	Proportional use of letter variations (bold, italic, etc.)	3	Good
18.	The attractiveness of the appearance of the crew of each chapter	4	Very Good
19.	The suitability of the colour component with the characteristics of learners	4	Very Good
20.	Effectiveness of placement of boxes, tables, and other graphic elements	4	Very Good

Percentage Result

$$Vah = \frac{TSe}{TSh} \ x \ 100\%$$

$$\frac{77}{80} x 100\% = 96,25 \ (Very \ Eligible)$$

From table 5, it can be seen that the total accumulated score obtained is 77 out of a maximum score of 80. There are notes from the media expert lecturer that the teaching materials made are good and feasible with minor revisions. Based on the assessment conducted by the media expert, Dr. Jendriadi M.Pd., the teaching materials for local wisdom-based procedure texts developed by the researchers obtained an excellent score with a score of 4 in 17 aspects and a score of 3 in 3 aspects from a total of 20 assessment statements. With a total score of 77 out of a total maximum score of 80, the percentage of feasibility of teaching materials reaches 96.25%, which according to the predetermined eligibility criteria is included in the 'Very Feasible' category. This shows that in terms of media, the local wisdom-based procedure text teaching materials developed have met very high quality standards in terms of design, appearance, and other technical aspects, so they are very feasible to be implemented in the learning process.

3. Language Expert

The validation of linguistic aspects was carried out by Irsyadi Shalima, S.S., M.A., a lecturer in Indonesian Language and Literature Education who has competence in the field of language. The assessment from this linguist focused on the accuracy of the use of good and correct Indonesian language, suitability for the level of language development of students, clarity and readability of the text, and the effectiveness of language in conveying concepts and instructions. The following are the results of the assessment from linguists.

Table 6. Language Expert Validation

No.	Statement	Score	Category
1.	Appropriateness of language with the cognitive development level of grade VII students	4	Very Good
2.	Appropriateness of language with the level of emotional development of seventh grade students	3	Good
3.	Appropriateness of language with the level of social development of grade VII students	4	Very Good
4.	Ease of language to be understood by grade VII students	4	Very Good
5.	Readability of messages conveyed in teaching materials	3	Good
6.	The accuracy of the use of communicative sentences	3	Good
7.	Appropriateness of illustrations with the message conveyed	3	Good
8.	Effectiveness of message delivery in teaching materials	4	Very Good
9.	The accuracy of the use of spelling according to PUEBI and EYD	3	Good
10.	The accuracy of the use of Indonesian sentence structure	3	Good
11.	Accuracy of the use of terms in Indonesian	4	Very Good
12.	Consistency in the use of terms in teaching materials	4	Very Good
13.	Breadth in word choice	3	Good
14.	Accuracy in sentence structure	3	Good
15.	Effectiveness in the preparation of paragraphs	3	Good
16.	Coherence between paragraphs and between chapters	3	Good
17.	Accuracy of explanation of local wisdom terms	4	Very Good
18.	Balance of the use of standard language and local wisdom terms	3	Good
19.	Appropriateness of language style with the context of local wisdom	4	Very Good
20.	The ability of language to build appreciation for local wisdom	3	Good

Percentage Result

$$Vah = \frac{TSe}{TSh} \; x \; 100\%$$

$$\frac{68}{80} x 100\% = 85,00 \; (Very \; Eligible)$$

From table 6, it can be seen that the total accumulated score obtained is 68 out of a maximum score of 80. There are notes from the linguist lecturer, that the appearance of teaching materials is very attractive and the language used is quite easy to understand. Based on the assessment conducted by the linguist, Irsyadi Shalima S.S., M.A., the teaching materials for local wisdom-based procedure texts developed by the researchers obtained a good score with a score of 4 in 8 aspects and a score of 3 in 12 aspects from a total of 20 assessment statements. With a total score of 68 out of a total maximum score of 80, the percentage of feasibility of teaching materials reaches 85%, which according to the predetermined eligibility criteria is included in the 'Very Feasible' category. This shows that in terms of language, the developed local wisdom-based procedure text teaching materials have met high quality

standards in terms of readability, effective language use, and other communicative aspects, so they are very feasible to be implemented in the learning process.

CONCLUSION

Based on research findings, students and teachers require local wisdom-based procedure text teaching materials to support culturally relevant learning processes. The developed materials comprehensively cover procedure text examples, definitions, characteristics, structures, objectives, steps, linguistic rules, and local wisdom elements, along with skills for inferring sequences and designing presentations. Following systematic development stages from needs analysis through design validation, the materials achieved eligibility standards with 75% approval from material experts (Eligible category) and 96.25% and 85% approval from media experts and linguists respectively (Very Eligible category), demonstrating strong potential for classroom implementation. The research recommends that Indonesian language teachers utilize these materials to enrich learning resources and enhance student understanding while preserving local wisdom values, while suggesting future researchers conduct trials to assess effectiveness and develop similar materials with broader or region-specific local wisdom scope.

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CONFLICT OF INTEREST

"The authors declare no conflict of interest."

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